

Grade 3 State Goal 14

State Goal 14: Understand political systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 3: 3.14.01 Understand the purposes of government as listed in the Preamble to the United States Constitution. (14A)</p>	<p>Identify two purposes of government listed in the Preamble to the Constitution, and discuss why they are important.</p>	<p>Language Arts: Read aloud the Preamble to the Constitution. Work with a partner to memorize the Preamble then recite it in front of the class.</p>
<p>3.14.02 Understand that a constitution is a set of laws that tells how a government will work. (14A)</p>	<p>Write a journal entry describing the purpose of a constitution in your own words.</p>	<p>Technology: Use the Internet or library resources to research the history of the Illinois Constitution. Find out who wrote it and why it was written.</p>
<p>3.14.03 Identify the three levels of government. (14B)</p>	<p>Make a three-column table to show the different levels of government. Label the columns National Government, State Government, and Local Government. In the chart, write a brief description of the kind of work that each level of government does.</p>	<p>Art: Use the information from the table to make mobile that illustrates the three levels of government.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.14.04 Explain the types and structures of city and county governments. (14B)</p>	<p>Research information about your community government using the library, newspapers, the Internet, local museums, and leaders. Then share the information with the class in an oral presentation.</p>	<p>Math: Find out how many members are on your local county board or commission. Then use the census to find out how many residents are in your county. Divide the number of residents by the number of board or commission members to find out about how many people each member represents.</p>
<p>3.14.05 Understand the roles that the mayor and other local leaders play in the community. (14B)</p>	<p>Use local newspapers or online local government websites to find the information about the mayor, chief of police, school superintendent, or other officials in your community. Then write a paragraph, summarizing the information.</p>	<p>Language Arts: Use the information obtained from local newspapers and government websites to create a class book including pictures of current leaders and their roles in the community.</p>
<p>3.14.06 Describe the features of state government and its leaders. (14B)</p>	<p>Make a three-column chart showing the three branches of state government. Label the columns Executive, Legislative, and Judicial. In each column, list the role of a leader in that branch of state government.</p>	<p>Language Arts: Write a letter to the current Governor of the State of Illinois asking about details of his or her job.</p>

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<p>3.14.07 Identify and describe the three branches of the national government. (14B)</p>	<p>Draw a tree with roots, a trunk, and three branches. Label the roots with the word constitution and the trunk with the term national government. Label the three branches with executive, legislative, and judicial.</p>	<p>Theater: Set up a classroom government with an executive, legislative, and judicial branch. Role-play making classroom laws, enforcing them, and making sure they are fair.</p>
<p>3.14.08 Describe the features of national government and its leaders. (14B)</p>	<p>Write a paragraph that names the current leaders of the United States executive branch of government. Include the President and Vice President, as well as some Cabinet members. Add details that tell about each person and the jobs he or she does.</p>	<p>Art: Draw a picture of yourself as the President or the Vice President of the United States. Show yourself doing something important to improve our country.</p>
<p>3.14.09 Understand the value of some basic rights of citizens, including the freedoms of religion, speech, press, and assembly. (14C)</p>	<p>Choose a right United States citizens have, such as freedom of religion, speech, press, or assembly, and write a journal entry about why this right is important and what might life in the United States be like if people were denied these rights.</p>	<p>Language Arts: Brainstorm a list of rights students should have in the classroom. Then create a classroom Bill of Rights.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.14.10 Recognize that communities have rules and laws to keep people safe. (14C)</p>	<p>Make a two-column chart about community rules and laws. Label the columns Keeps Us Safe, and Maintains Order. Then list rules and laws in the community that fit in the categories in the chart. Go on to explain how each rule or law keeps people safe or maintains order in the community.</p>	<p>Home Economics: Recognize that most households have rules. Make a list of rules in your household. Categorize them as ones that keep family members safe and ones that maintain order in the household.</p>
<p>3.14.11 Understand that citizens have responsibilities. (14C)</p>	<p>Make a list of responsibilities you have. Then categorize each one as a responsibility you have at home, at school, or in the community.</p>	<p>Art: Work in groups to draw pictures illustrating home, school, and classroom responsibilities. Put the drawings together to create a responsibilities flipbook.</p>
<p>3.14.12 Identify voting, obeying laws, respecting others, and paying taxes as responsibilities. (14C)</p>	<p>Write a paragraph about why the responsibilities to vote, obey laws, pay taxes, and respect others are important. Discuss how rights come with responsibilities. Speculate on what might happen if, for example, people did not take seriously the responsibility to vote or pay taxes.</p>	<p>Language Arts: Work in groups to write a poem about the importance of responsibilities. In your poem, include examples of responsibilities and consequences of not meeting your responsibilities.</p>

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<p>3.14.13 Describe the characteristics of a good citizen. (14C)</p>	<p>Make a word web about good citizenship. Label the center box with the term good citizen, then list at least five characteristics of a good citizen in the outer boxes.</p>	<p>Music: Write a song that honors people who volunteer in the community. In the lyrics, describe how the volunteers are being good citizens. Sing the song aloud as a class.</p>
<p>3.14.14 Understand that citizens are part of a community and culture. (14C)</p>	<p>List examples of different cultures in your community. Write a paragraph explaining how people from different cultures have affected your community.</p>	<p>Theater: Take turns role-playing being citizens and leaders of a community at a town meeting. Citizens should ask questions concerning the community and leaders should answer citizens' questions.</p>
<p>3.14.15 Explain how people in a community depend on one another. (14C)</p>	<p>Describe the people and groups in your community. List examples of how these people and groups might depend on one another.</p>	<p>Business: In a paragraph, explain how the following businesses in your community depend on each other: restaurant, grocer, laundry, and bank.</p>
<p>3.14.16 Identify everyday heroes in the community. (14C)</p>	<p>Write a thank-you note to an everyday hero, such as a teacher, police officer, firefighter, doctor, or volunteer, thanking him or her for his or her service in the community.</p>	<p>Theater: Choose class volunteers to pantomime the roles of everyday heroes in the community while the rest of the class tries to guess the answer.</p>

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<p>3.14.17 Explain how Cesar Chavez worked to ensure fair treatment of migrant farm workers. (14D)</p>	<p>Use the Internet or library resources to research how Cesar Chavez worked to ensure fair treatment of migrant farm workers. Then write a summary about how his efforts improved life for migrant farm workers in the United States.</p>	<p>Health: Research the health and safety problems faced by migrant farm workers. Explain some of the health problems caused by the use of short-handled hoes and exposure to pesticides. Report on how Cesar Chavez and the United Farm Workers addressed these issues.</p>
<p>3.14.18 Understand the concept of common good and how people help work for the common good. (14D)</p>	<p>Make a list of ways you can volunteer to work for the good of the community.</p>	<p>Music: Work in groups to write songs honoring people who volunteer in your community. Then sing or recite your song aloud to the class.</p>
<p>3.14.19 Identify and explain the voting process. (14D)</p>	<p>Imagine you are running for president of your class. Write a speech explaining what you would do as class president and why you would make a good leader. Present your speech to the class.</p>	<p>Math: Hold a class election to vote for a class president. Count the number of students in the class and the number of votes for each candidate to see if there is a majority rule.</p>

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<p>Significant to Develop at Grade 3: 3.14.20 Understand the role of important documents in United States history, such as the Declaration of Independence. (14A)</p>	<p>Write a paragraph about what it means to have the right to “Life, Liberty, and the pursuit of Happiness.” Discuss how your life would be different if these rights were not discussed in the Declaration of Independence.</p>	<p>Technology: Go to http://www.archives.gov/national-archives-experience/charters/charters.html and click on the Declaration of Independence. Examine the document to locate the date it was written, and discuss why this date is still important today.</p>
<p>3.14.21 Understand the purpose of the Bill of Rights. (14A)</p>	<p>Make a poster that illustrates the fundamental rights that the Bill of Rights protects. Share your poster with the class and discuss why these rights are important.</p>	<p>Technology: Go to http://www.archives.gov/national-archives-experience/charters/charters.html and click on the Bill of Rights. Read the Preamble, and discuss how the Preamble to the Bill of Rights is different from the Preamble to the Constitution.</p>

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<p>3.14.22 Identify people in history who have been good citizens. (14D)</p>	<p>Choose a good citizen, such as Rosa Parks or Jimmy Carter. Explain how this citizen helped others and made changes in government.</p>	<p>Religion: Study the stories of several saints. Choose two saints, and write short biographical paragraphs for each one. Name the person and give information about what he or she did to help others live happy and healthy lives.</p>
<p>3.14.23 Explain how the United States interacts with neighboring countries. (14E)</p>	<p>Write a paragraph comparing the governments of the United States, Mexico, and Canada. Explain how these governments work together.</p>	<p>Business: Write a report about how United States businesses interact with those in Mexico and Canada. Use the Internet or library resources to learn about the North American Free Trade Agreement (NAFTA). Explain how NAFTA affects how companies in the United States, Mexico, and Canada do business with each other.</p>
<p>Useful to Work on at Grade 3: 3.14.24 Identify how words can be used to express patriotism. (14A)</p>	<p>Stand with your right hand over your heart and recite the Pledge of Allegiance. Then as a class identify the words in the Pledge of Allegiance that express patriotism.</p>	<p>Music: Analyze the lyrics to “The Star-Spangled Banner.” Then create illustrations to go along with the words.</p>

Grade 3 State Goal 15

State Goal 15: Understand economic systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 3: 3.15.01 Understand that bartering is a direct exchange of goods and services. (15A)</p>	<p>Write a paragraph explaining why people in the past bartered to exchange goods and services.</p>	<p>Business: Make a list of situations in which businesses in your community might barter goods or services. Find out if there is a bartering club that businesses in your community belong to.</p> <p>Theater: Work in pairs to choose a situation in which you might barter something. Role-play how you might barter goods or services.</p>
<p>3.15.02 Recognize money as a means of exchange. (15A)</p>	<p>Draw a picture of several coins and dollar bills. Label each with its value.</p>	<p>Business: Set up a general store with a cash register and school supplies labeled with prices. Give each student a budget of play money to purchase items at the store.</p>
<p>3.15.03 Identify different forms of money used over time. (15A)</p>	<p>Use the Internet and library resources to research money used in different times and places. Write two paragraphs summarizing the information.</p>	<p>Language Arts: Read the book <i>The History of Money</i> by Dana Meachen Rau, Weekly Reader Early Learning Library, 2005. After reading the book, discuss ways money has changed and stayed the same over time.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.04 Understand how people earn income and the types of work they do. (15A)</p>	<p>Make a poster showcasing jobs people do in your community to earn money.</p>	<p>Math: Find out the top five industries in Illinois. Use state economic data to make a graph to show the number of people who work in each industry. How many more people work in the biggest industry than in the fifth-largest industry?</p>
<p>3.15.05 Recognize that people make economic decisions when they spend money.</p>	<p>Draw a picture showing a person making an economic choice. Write a sentence explaining the economic choice being made in your drawing.</p>	<p>Home Economics: Write a journal entry about a consumer choice made by your family. Explain why a choice had to be made.</p>
<p>3.15.06 Recognize how to make an economic choice when spending money.</p>	<p>Create a budget for your class. Make up imaginary incomes and expenses to include in your budget.</p>	<p>Math: Imagine a friend has \$10. Your friend wants to buy a book that costs \$4 and a game that costs \$8. Survey the class to find out what they think your friend should do. Discuss the advantages and disadvantages of each choice.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.07 Explain the relationship between saving and spending.</p>	<p>Write a paragraph about something you would like to save your money to buy. How much money do you need to save? How long will it take you to save that money if you set aside a certain amount of money on a regular basis? What are some expenses you can cut in order to save money?</p>	<p>Math: Imagine you have \$10 in a savings account at a bank. The bank pays you 5 cents for every dollar you save. Calculate the interest your \$10 earned so far. (50 cents)</p>
<p>3.15.08 Understand how supply and demand affects pricing. (15B)</p>	<p>Complete the following sentences: When consumers want more goods than producers produce, prices will be (higher). When consumers want fewer goods than the producers produce, prices will be (lower).</p>	<p>Business: Understand what happens to prices as consumption and production increase or decrease. Think of a good or a service provided by a business in your community. Research recent trends in the supply and demand of that good or service. Then illustrate these trends in a graph.</p>

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<p>3.15.09 Understand how scarcity affects pricing. (15C)</p>	<p>Write a journal entry explaining why the price of an item that is scarce would be higher than the price of an item that is not scarce.</p>	<p>Business: Discuss with the class how a scarcity of soybeans would affect a producer who makes soybean products.</p> <p>Health: Understand how scarcity of a good can affect the health of a community, such as when there is a scarcity of flu vaccine. Research who is usually given vaccines if doses are scarce. Then explain why. (Communities might give vaccines only to very old or very young people. These people are the least able to fight off the flu virus.)</p>
<p>3.15.10 Identify the three types of resources used in a business. (15C)</p>	<p>Explain the three types of resources used in a business.</p>	<p>Business: Imagine you are starting your own lemonade stand. Discuss the kind of resources you would need in order to make and sell lemonade.</p>

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<p>3.15.11 Classify specific resources as human, natural, and capital resources. (15C)</p>	<p>Make a three-column chart, labeling the columns, Human Resources, Natural Resources, and Capital Resources. List the following resources in the correct column on the chart: farmer, oil, money, doctor, soil, tractor, barn, and seeds.</p>	<p>Business: Read a nonfiction article or a book about a specific industry. As you read, keep notes about the productive resources used in that industry. Use your notes to chart the human, natural, and capital resources.</p>
<p>3.15.12 Identify the types of resources used by a specific type of business. (15C)</p>	<p>Research the resources a yogurt factory uses to produce yogurt. Write a sentence about each resource.</p>	<p>Health: Use encyclopedias, library books, and Internet resources to research the history, health benefits, and different types of yogurt. Categorize the resources used to make yogurt as human, capital, or natural.</p>
<p>3.15.13 Identify consumers and producers and understand that they are dependent on one another. (15D)</p>	<p>Make a poster showcasing several businesses in your community. Label each business as a producer of a good or a service.</p>	<p>Business: Divide the class into groups of consumers and producers. Producers should try to sell imaginary goods or services to the consumers. After everyone has bought or sold an imaginary good or service, discuss how producers and consumers in the exercise depended on one another.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.14 List examples of producers in the economy, and identify what they produce. (15D)</p>	<p>Make a list of four producers in the United States economy. Write a good or service produced by each producer on the list.</p>	<p>Technology: Use the Internet or library resources to research producers of technology in Illinois. In an informational report, identify what each producer makes. Share your report orally with the class.</p>
<p>3.15.15 Explain why countries import and export goods. (15D)</p>	<p>Draw a picture of a good that was made in another country. Label your drawing to tell where the good was made and write a sentence about why the United States imports this good.</p>	<p>Business: Discover where some objects on your desk or in the classroom were made. Make a class chart comparing the origins of the objects found in your classroom.</p>
<p>3.15.16 Understand why businesses around the world depend on each other. (15D)</p>	<p>Write a paragraph explaining how limited resources in different places creates interdependence among businesses around the world.</p>	<p>Language Arts: Work in a group to write a short story about a business owner who needs resources in other parts of the world. Include information about the kind of business she owns and how she depends on other businesses. Choose one member of your group to read your story aloud to the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.17 Identify the importance of government services. (15E)</p>	<p>Brainstorm a list of services in your community that are provided by the government. Then as a class, discuss why each is important to the community.</p>	<p>Language Arts: Write a short story about how people use public services provided by the government. Choose a specific type of service, such as library services, and in your story explain why this service is important.</p>
<p>3.15.18 Identify goods and services that local governments provide. (15E)</p>	<p>Make a word web about services provided by the local government. Label the center box, Local Government, then list at least five services provided by the local government in the outer boxes.</p>	<p>Art: Gather pictures of people providing or using services. As a class, discuss what you see in the pictures. Identify which services are provided by the local government.</p>
<p>3.15.19 Explain how local taxes support community services. (15E)</p>	<p>List some examples of government services that help communities stay safe and clean. Research how the local government collects taxes to pay for these services. Explain what would happen if people did not pay taxes to support these services.</p>	<p>Math: Choose a service provided by your local government, such as fire protection or trash collection. Find out how much it costs per year to provide this service to the community. Find out how much of the budget of the local government is spent on this and other services. Present your findings in a graph.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.20 Identify services that state and national governments provide. (15E)</p>	<p>Make a Venn diagram about services offered by different levels of government. In the first circle, list services provided by state governments. In the second circle, list services provided by the national government. Where the circles overlap, list services that can be provided by the state government or the national government. Speculate about why both the national and state governments provide health and welfare services and set up courts.</p>	<p>Art: Draw pictures of services provided by the national government and the Illinois state government. Write a sentence about each picture explaining how the service helps you.</p>
<p>Significant to Develop at Grade 3: 3.15.21 Identify and explain free markets. (15A)</p>	<p>Research a local business. Write a paragraph that explains how consumers determine what goods it sells or services it offers.</p>	<p>Language Arts: Read the book <i>Market!</i> by Ted Lewin, HarperCollins, 1996. Then explain the different economic systems mentioned in the book.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.22 Explain how spending money on education can affect income. (15A)</p>	<p>Write a paragraph explaining why someone who chooses to go to college might earn a higher income in the future.</p>	<p>Religion: Read the parable in Matthew 32:31-32. Think about what the Bible says about sowing seeds. Understand how the parable teaches how giving something up can sometimes help you gain something. Make an analogy between the parable and spending money on education.</p>
<p>3.15.23 Understand the concept of unemployment. (15A)</p>	<p>Write a journal entry about challenges someone who is unemployed might face.</p>	<p>Business: Work in groups to brainstorm a list of ways to create new jobs in your community.</p> <p>Home Economics: Speculate on how a person’s unemployment might affect his or her household budget.</p>
<p>3.15.24 Understand trade-offs and opportunity costs. (15B)</p>	<p>Write a short story about a boy making an economic decision. Explain how much money he has, what he buys, and what he gives up to make his purchase.</p>	<p>Art: Think about your favorite activity to do in your free time, such as riding your bike or swimming. Draw a picture of yourself doing that activity. On the back of your drawing, draw a picture of yourself doing your second favorite activity. Identify activity represents the opportunity cost of how you spent your free time. Write <i>opportunity cost</i> above that drawing.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.15.25 Understand the importance of entrepreneurship and explain the risks involved in producing goods and services. (15C)</p>	<p>Think of a business or service that is needed in your community. Write a business plan that explains the demand for a product or service and how you will provide it to consumers. Then write a journal entry about the why it is important for people to start businesses like this in the community.</p>	<p>Business: Research a family-owned business in your community. Make a list of choices that the family makes about how to spend the money they earn. Compare your list with that of a classmate and discuss why the choices had to be made.</p>
<p>3.15.26 Explain that competition in a free market economy affects pricing. (15C)</p>	<p>Write a paragraph to explain how competition affects producers and consumers in a free market economy.</p>	<p>Business: Collect advertisements from different companies advertising similar products. Compare and contrast the advertisements. Which advertisement do you think was most effective? Explain your reasons.</p>
<p>3.15.27 Identify how technology has changed the economy of communities worldwide. (15D)</p>	<p>Research how long it took goods to be transported from Asia to the United States in the past and how long it takes today. Write a paragraph about the kind of transportation that was used in the past and is used today.</p>	<p>Technology: Write an email to a local business owner. Ask how changes in technology have affected his or her business.</p>

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<p>3.15.28 Identify examples of division of labor in the school or the community. (15D)</p>	<p>Make a drawing that shows an example of division of labor in your community. Then, write a short paragraph to explain your drawing.</p>	<p>Home Economics: Survey classmates to compare how chores in the home are divided among family members.</p>
<p>3.15.29 Define specialization. (15D)</p>	<p>Write a paragraph explaining specialization in your own words.</p>	<p>Business: Interview a family member about his or her job. Ask questions about how this person uses specialized skills at work. Share the results of your interview with the class.</p>
<p>3.15.30 Recognize the use of an assembly line as a way to divide labor among workers. (15D)</p>	<p>Work in groups to pretend you are starting a pen manufacturing assembly line. Each member of the group should have a different part of the pen to assemble. After the pens have been assembled, discuss how the labor was divided among group members in the assembly line.</p>	<p>Language Arts: Write a short story about a product being manufactured on an assembly line. Include each step of the assembly, and write about the role of each worker in the assembly line.</p>

Grade 3 State Goal 16

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 3: 3.16.01 Identify features of historical fiction. (16A)</p>	<p>Choose a historical fiction story to read. Write a short summary of the story, and present your summary to the class. Compare the fictional account to a non-fiction account of the same event. How do they differ?</p>	<p>Language Arts: Read the book <i>A Place Called Freedom</i> by Scott Russell Sanders, Simon and Schuster, 2001. Discuss what the family in the story did each night, how they learned, and what Papa did the first year the family was in Freedom, Indiana.</p>
<p>3.16.02 Identify and arrange historical events in a sequence. (16A)</p>	<p>Draw a time line that starts in the year 1800 and ends with 1915. Set these events in their proper order on the time line: <i>Alexander Graham Bell builds a telephone (1876); Samuel Morse invents a telegraph (1840); Henry Ford makes the Model T (1908); The Wright Brothers succeed at achieving manned flight (1903).</i></p>	<p>Religion: Make pairs of index cards with three events from the Book of Genesis. Use these cards to play a game of Concentration. Mix up the cards and turn them down so that the events do not show. Then take turns with a partner turning pairs of cards over to find matching events. When the game is over, set the cards side-by-side in the correct order of events.</p>
<p>3.16.03 Distinguish fact from fiction. (16A)</p>	<p>Choose an event that happened in the past. Find a factual and a fictional account of the event. Compare the two accounts. How do they differ? Why you think there are differences?</p>	<p>Language Arts: Play a game called "Fact or Fiction." Take turns making a statement in your own words about a topic, such as technology in the past and present. The rest of the class should guess whether each statement is fact or fiction. If the statement is a fact, provide the evidence that it is true.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.04 Understand that legends, such as Johnny Appleseed, are fictional stories that may contain some facts. (16A)</p>	<p>Choose a historical event and write a legend about it. Include both fictional and factual ideas in your legend.</p>	<p>Language Arts: Read the story of Johnny Appleseed aloud as a class. Make a list of facts from the story and a list of fictional events from the story.</p>
<p>3.16.05 Identify primary and secondary sources and the purpose of each. (16A)</p>	<p>Make a two-column chart comparing primary and secondary sources. List characteristics and examples of each kind of source.</p>	<p>Language Arts: Look at a variety of books in your classroom or school library. As a class, vote on whether you think each book is a primary or a secondary source. Discuss why you voted the way you did for each book.</p>
<p>3.16.06 Identify the reasons for exploration. (US) (16B)</p>	<p>Write a paragraph explaining why European explorers came to North America.</p>	<p>Religion: Write a paragraph to explain how Europeans spread Christianity in the Americas.</p> <p>Technology: Draw pictures of tools that were needed to sail west from Europe. Include a map, telescope, compass, and sailing ship in your drawings. Explain why each tool was important.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.07 Explain the importance of Thomas Jefferson and Benjamin Franklin in writing the Declaration of Independence. (US) (16B)</p>	<p>Use the Internet and library resources to research information about Thomas Jefferson and Benjamin Franklin. Write a short report explaining how they contributed to the writing of the Declaration of Independence.</p>	<p>Language Arts: Make a Venn diagram comparing the lives of Thomas Jefferson and Benjamin Franklin.</p>
<p>3.16.08 Identify the world’s first democracy. (W) (16B)</p>	<p>Write a paragraph describing the democratic form of government in ancient Greece.</p>	<p>Language Arts: Make a Venn diagram comparing the democratic form of government in ancient Greece with modern democracy in the United States.</p>
<p>3.16.09 Compare the ancient civilizations in Mesopotamia, Egypt, Greece, Rome, and China. (W) (16C)</p>	<p>Make a chart to compare the ways people in five ancient civilizations made their livings. Label the columns, <i>Mesopotamia, Egypt, Greece, Rome, and China.</i></p>	<p>Language Arts: Use the Internet and library resources to find information about an ancient civilization. Write a report discussing the similarities and differences between the ancient civilization and your community.</p> <p>Technology: Draw pictures of important technology developed during the time of ancient Mesopotamians, Egyptians, Greeks, Romans, and Chinese.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.10 Explain how improvements in communication have affected businesses. (W) (16C)</p>	<p>Compare four communication tools businesses around the world use to communicate with each other.</p>	<p>Technology: Write an email to a local business owner asking how changes in technology have affected his or her business.</p>
<p>3.16.11 Discuss how the settling of the American West affected Native Americans. (US) (16D)</p>	<p>Write a journal entry describing how you would feel if you were a Native American forced to leave your land when the Americans started moving west.</p>	<p>Language Arts: Read the book <i>Soft Rain: A story of the Cherokee Trail of Tears</i> by Cornelia Cornelissen, Bantam, 1999. Then participate in a class discussion about the events that occur in the book.</p>
<p>3.16.12 Identify how people such as Susan B. Anthony, Elizabeth Cady Stanton, Mohandas Gandhi, and Dr. Martin Luther King, Jr., create change. (US) (16D)</p>	<p>Write one sentence each about Susan B. Anthony, Elizabeth Cady Stanton, Mohandas Gandhi, and Dr. Martin Luther King, Jr. In your sentences, tell how each person created change.</p>	<p>Language Arts: Study a speech made by Dr. Martin Luther King, Jr., such as his “I Have a Dream” speech. Perform part of the speech for the class. After everyone has had a turn making a speech, talk about how Dr. Martin Luther King, Jr., changed the lives of people in your community.</p>
<p>3.16.13 Identify roles people have at home, at school, and in the community. (W) (16D)</p>	<p>Interview a family member about his or her role at home, at work, and in the community. Ask your family member how his or her roles are different now than they were in the past. Write down your questions and your family member’s answers.</p>	<p>Business: Work in groups to create a skit about people at work. Identify different roles, such as boss and employee, and role-play how they might interact with each other.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.14 Distinguish between economic and social roles. (W) (16D)</p>	<p>Make a two-column chart and label the columns <i>economic roles</i> and <i>social roles</i>. List examples of roles people have in each column.</p>	<p>Language Arts: Use the Internet or library resources to research the economic and social roles of women in the past. Compare this information with the economic and social roles of women today.</p>
<p>3.16.15 Identify reasons why people move within a country. (US)(16E)</p>	<p>Write the definition of migration. Then write a sentence explaining why someone might want to move to a new place within his or her country.</p>	<p>Language Arts: Participate in a class discussion about migration. Talk to classmates to find out if they have moved from somewhere else in the country. Ask them about why their families chose to move where they did. Summarize the information in a report.</p>
<p>3.16.16 Identify physical features that encouraged people to settle in Illinois. (16E)</p>	<p>List three physical features of Illinois and explain why these features might draw people to live there.</p>	<p>Language Arts: Create a flyer that might have been used to persuade people to settle in what is now Illinois. Include details about the available farming land. Illustrate your flyer with pictures of prairie and farmland.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.17 Recognize the need for citizens to care for the environment. (US) (16E)</p>	<p>Write a letter to convince people in your community to help protect the environment. In your letter, explain why it is important for people to protect the environment.</p>	<p>Science: Read the book <i>Rachel Carson: Preserving a Sense of Wonder</i> by Joseph Bruchac and Thomas Locker, Fulcrum, 2004. Discuss why Rachel Carson feels the need to preserve the environment.</p>
<p>3.16.18 Describe how citizens make the community a better place in which to live by working to preserve the environment. (US) (16E)</p>	<p>Make a poster to advertise a neighborhood clean-up event. Draw pictures of people repairing fences and painting houses. Show them planting trees and mowing grass.</p>	<p>Science: Discuss how children participated in the first Earth Day in 1970 and how you celebrate Earth Day today. Then plant a class tree somewhere on your school grounds.</p>
<p>3.16.19 Identify Native American groups as either primarily hunting or farming communities. (US) (16E)</p>	<p>Write a paragraph explaining how different Native American groups got their food.</p>	<p>Art: Make a map to show where Native American groups have lived in and around your state. Label each group as either a primarily hunting community or a farming community.</p>
<p>3.16.20 Explain how people in early hunting and gathering societies adapted to the environment. (W) (16E)</p>	<p>Write a short story about a family of hunters and gatherers. In your story, explain how the family finds food and what the family uses for shelter.</p>	<p>Art: Draw a picture of the family from your story. Include the family's food source and shelter in your drawing.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 3: 3.16.21 Obtain information from a variety of primary and secondary sources. (16A)</p>	<p>Gather primary and secondary sources about a local issue or person. Compare and contrast the information in the primary sources with the information provided in the secondary sources.</p>	<p>Language Arts: Choose a person from history and write a short biography about him or her. Use both primary and secondary sources to write the biography.</p>
<p>3.16.22 Identify how people interpret history differently. (16A)</p>	<p>Interview two of your classmates about an event that happened at school or in your community recently. Ask them to tell you what happened and what they thought about the event. After you have interviewed both students, write a paragraph comparing and contrasting your classmates' answers. Give reasons why you think each person interpreted the event differently.</p>	<p>Physical Education: Discuss the results of a recent sporting event with your classmates. Talk about how someone who won the sporting event might have different feelings about the game than a person who lost the event.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.23 Identify and describe early European settlements in North America. (US) (16B)</p>	<p>Write a report about the settlement of Jamestown. Include information about businesses and shops, clothing styles, daily tasks, what settlers ate and drank, and how they spent their leisure time.</p>	<p>Theater: Use the information from your report to recreate and role-play a day in the life of settlers at Jamestown.</p> <p>Health: Research malaria and other diseases that killed many of the early settlers at Jamestown. Analyze how the environment around Jamestown was favorable to the spread of malaria.</p>
<p>3.16.24 Identify early forms of community and government, such as monarchies and oligarchies in ancient civilizations. (W) (16B)</p>	<p>Use a dictionary to find the definitions of the terms <i>city-state</i>, <i>monarchy</i>, and <i>oligarchy</i>. Write the definition of each term on one side of index cards. Use the other side of the index cards to write a definition of the terms using your own words.</p>	<p>Language Arts: Participate in a class discussion about the development of monarchies, oligarchies, and city-states in ancient Greece. Discuss the benefits and drawbacks of each. Write your ideas and your classmates' ideas down on a sheet of paper.</p>
<p>3.16.25 Explain the republic form of government used in ancient Rome. (W) (16B)</p>	<p>List the similarities and differences between the first republic in Rome and the government we have in the United States today.</p>	<p>Art: Participate in a class discussion about how the Roman Forum was a public square where people met to talk about government and business. Then build a diorama of the Roman Forum.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.26 Describe how Henry Ford's Model T changed life in the United States. (US) (16C)</p>	<p>In a paragraph, explain why an assembly line car costs less to manufacture. Tell what kind of effect this had on the average Americans' ability to afford a car. Also describe the kind of changes that occurred in life in the United States as a result of millions of people owning cars.</p>	<p>Technology: Look at a picture of Henry Ford's Model T automobile. Then draw a picture of one way that people moved from place to place before the invention of the automobile. Write two sentences comparing your drawings. Write a paragraph explaining what life would be like without automobiles. Explain how people would get from place to place, where they would go, and how long it would take them to get there.</p>
<p>3.16.27 Identify how the invention of the light bulb changed the way people live. (US) (16C)</p>	<p>Write a journal entry about what a day in your life would be like if the light bulb had not been invented. Explain how some of your daily activities would change while others would stay the same.</p>	<p>Science: Work with a partner and use the Internet or library resources to find information about how a light bulb works. Make a diagram to show how a light bulb works.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.28 Understand how George Washington Carver changed agriculture. (US) (16C)</p>	<p>Use the Internet or library resources to find information about George Washington Carver. Write a paragraph about his work in soil conservation.</p>	<p>Technology: Work in groups to plan an invention that will help farmers. Draw a picture of your invention, and explain how the invention will make farming easier.</p>
<p>3.16.29 Understand how agriculture changed the way early people lived. (W) (16C)</p>	<p>Write a paragraph explaining why it might have been difficult for early people to depend on hunting and gathering their food to survive. Explain how raising their own plants and animals helped early people live in one place.</p>	<p>Science: Choose a fruit or vegetable with seeds, such as a watermelon, tomato, or cucumber. Plant the seeds to start your own garden.</p>
<p>3.16.30 Identify crops grown during the first agricultural revolution. (W) (16C)</p>	<p>Draw a triangle. At each corner, write the name of one of the three major grain crops that ancient people grew and used for food.</p>	<p>Health: Make a food pyramid for early world civilizations. Write on the pyramid the three major grain crops that people grew and used for food. Talk about why early people needed these grains to survive.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.31 Describe the reasons for settlement in North America. (US) (16D)</p>	<p>In a chart, compare the different reasons why Spain, France, and England wanted to start colonies in North America.</p>	<p>Religion: Explain how religion was a factor behind European settlement of North America.</p> <p>Language Arts: Look in primary and secondary sources for information about the exploration and early settlement of Illinois. Identify important events and what led to them.</p>
<p>3.16.32 Analyze the events that led to the growth of the United States in the 1800s. (US) (16D)</p>	<p>Draw three boxes on a sheet of paper. Write each of the following events in order in which they occurred in the boxes on your paper: <i>Louisiana Purchase, Lewis and Clark expedition, Pioneers move west</i>. After you put the events in the correct order, explain how they are related.</p>	<p>Art: Participate in a class discussion about the role Sacagawea played in helping Lewis and Clark lead the Corp of Discovery. Draw a picture of Sacagawea helping Lewis and Clark.</p>
<p>3.16.33 Identify reasons why Americans moved west in the mid-1800s. (US) (16D)</p>	<p>List two reasons pioneers moved west. (To find land for farming, to find new jobs.)</p>	<p>Music: Work in groups to write a song about people in the United States moving west. Then sing your song for the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.34 Understand how pioneers traveled. (US) (16D)</p>	<p>Write a paragraph describing the trails and the wagon trains used by pioneers to travel west.</p>	<p>Art: Draw a picture of a covered wagon. Under your picture, list supplies you think pioneers would have carried in their wagons for their long journey. When making your list, think about the limited space in the wagons.</p>
<p>3.16.35 Describe pioneer life. (US) (16D)</p>	<p>Write a short story about a child in a pioneer family. In your story, describe the daily life of the pioneer child, including chores, recreational activities, and school.</p>	<p>Art: Use the library to find information about life as a pioneer. Then paint a picture of a pioneer that shows what you have concluded about how people lived during that period.</p>
<p>3.16.36 Explain how Sylvia Earle feels a responsibility to protect the environment of the oceans. (US) (16E)</p>	<p>Write a paragraph summarizing how Sylvia Earle helps preserve the environment.</p>	<p>Science: Work with a partner to research oceanography. Choose an aspect of oceanography, such as deep-sea plant or animal life, to research. Share what you learned from you research with the class.</p>
<p>3.16.37 Describe the purpose of a national park. (US) (16E)</p>	<p>Use the Internet or library resources to learn about a national park in Illinois, such as the Illinois and Michigan Canal National Heritage Corridor. Make a brochure explaining why people should visit the park. Include pictures or drawings of the park in your brochure.</p>	<p>Science: Work in pairs to research the climate, landforms, plants, and animals that can be found in Yellowstone National Park. Make a poster using pictures or drawings of these elements.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at Grade 3: 3.16.38 Use primary sources to analyze information about the Lewis and Clark expedition. (16A)</p>	<p>Read some of the journals and letters that Lewis and Clark wrote during their expedition. Then imagine you are going to interview the explorers. Write down questions to ask them. Ask about how they traveled, the supplies they used, and the information they learned. Use the information you learned from their journals and letters and write the answers that Lewis and Clark might have given.</p>	<p>Technology: Go to http://www.pbs.org/lewisandclark/ and click on <i>The Archive</i> link to view excerpts from the journals of Meriwether Lewis and William Clark. Search for other online databases of information about Lewis and Clark.</p>
<p>3.16.39 Recognize events that led the American colonists to fight for independence from England. (US) (16B)</p>	<p>Fold a sheet of drawing paper in half. In one half, write a short summary of an event that led to the American Revolution, such as England passing the Stamp Act. In the other half, explain how the colonists reacted to the event.</p>	<p>Language Arts: Participate in a class discussion about England’s rule over the colonies. Discuss why the colonists were upset by England’s new laws. In a journal entry, explain how you would feel about the laws if you were a colonist during this time.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.40 Identify the major events and people of the American Revolution. (US) (16B)</p>	<p>Participate in a class discussion about significant battles during the American Revolution, such as the Battles at Lexington and Concord and the Battle of Bunker Hill. Choose one of the battles and write a summary, explaining what led to the battle and describing the outcome.</p>	<p>Physical Education: Work in groups of five to play this relay game. Have each member of your group write the name of a battle during the American Revolution on an index card. Trade your stack of cards with another group, but do not look at your cards. When your teacher calls time, have your group turn over your index cards and set them in the correct order of when they occurred. The first group to set the cards in correct order wins.</p>
<p>3.16.41 Understand the significance of the Louisiana Purchase. (US) (16B)</p>	<p>Write a sentence explaining how the Louisiana Purchase changed the size of the United States.</p>	<p>Art: Look at a map of the United States in 1803, showing the land included in the Louisiana Purchase. Draw your own version of the map and color the area of land included in the Louisiana Purchase green.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.42 Understand how William Jenney helped communities grow. (US) (16C)</p>	<p>Use the Internet and library resources to find information about the history of skyscrapers. Write a report about William Jenney’s role as the “father of the American skyscraper.” Discuss the impact skyscrapers had on the way communities grew.</p>	<p>Science: Illustrate how steel, as opposed to brick or wood, supports the vertical weight of skyscrapers. In a diagram, show how the steel frame of a skyscraper works like a human skeleton to support vertical weight.</p> <p>Technology: Write a paragraph explaining how the invention of the elevator made skyscrapers possible.</p> <p>Art: Design your own skyscraper. Explain the different parts of your skyscraper, and why they make your building unique.</p>
<p>3.16.43 Describe the interactions between Native Americans and European settlers. (US) (16C)</p>	<p>Illustrate how Native Americans and European settlers exchanged goods and ideas. Draw one picture showing how the Wampanoag Indians helped the pilgrims in Plymouth. Draw another picture showing the kind of goods, such as metal tools and European cloth, that Native Americans received from European settlers.</p>	<p>Language Arts: Work with a partner to write a short story about a Pilgrim who celebrated the first Thanksgiving in North Americas. Also include pictures to illustrate events and ideas in your story.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.44 Understand that inventions cause changes in many different areas of society. (US) (16C)</p>	<p>Choose an invention from the past and list at least three different changes that were a result of the invention.</p> <p>Write a report on the impact of the automobile. Explain how the mass production of cars and the building of interstate highways affected the activities that people do for fun.</p>	<p>Language Arts: Think of adjectives that generalize society in the United States prior to the introduction of new inventions of the late 1800s and early 1900s (agricultural, rural, isolated, hard-working). Then think of adjectives that describe United States society after the introduction of the inventions (urban, industrial, crowded). Explain why you chose the adjectives.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.16.45 Identify inventions that have changed communication, transportation, and daily living. (US) (16C)</p>	<p>Look at this list of inventions: radio, automobile, television, steam engine, telegraph, satellite, airplane, computer, typewriter, silicon chip. Group the inventions into two categories: <i>Communication</i> and <i>Transportation</i>. Write sentences describing how each invention changed the way people lived.</p>	<p>Technology: Cut out pictures from magazines of examples of technology you use regularly. Make a collage showing the different forms of technology you use. Also hypothesize what life might be like without that technology.</p> <p>Business: Explain how the invention of one product can lead to the need for another type of product. You can use interstate highways as an example. Point out how new roads were not needed until many cars were being driven. Think of products that you use today that are related to each other, such as automobiles and roads are.</p>

Grade 3 State Goal 17

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 3: 3.17.01 Recognize and describe physical characteristics of places. (17A)</p>	<p>Draw a picture of a landform. Label the landform and list other physical features, such as animal and plant life, bodies of water, or climate that can be found in the same environment as this landform.</p>	<p>Art: Make a model of your neighborhood using clay or paper. Create different clay shapes to represent houses, businesses, landforms, and bodies of water. On a separate sheet of paper, draw a map key to show the meaning of the clay shapes on your map.</p>
<p>3.17.02 Identify landforms, climate, and vegetation of communities. (17A)</p>	<p>Write a paragraph describing the physical characteristics of your community. Include landforms, wildlife, vegetation, and climate in your paragraph.</p>	<p>Math: Use the Internet or library resources to find the average temperatures in Illinois for each month of the year. Make a graph of your findings.</p>
<p>3.17.03 Identify the five geographical regions of the United States. (17A)</p>	<p>Complete the following sentence: The five geographical regions of the United States are <u>(Northeast)</u>, <u>(Southeast)</u>, <u>(Midwest)</u>, <u>(Southwest)</u>, and <u>(West)</u>.</p>	<p>Art: Draw a map of the United States. On your map, outline each of the five regions and shade each region with a different color. Draw a map key to show the color of each region on your map.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.04 Name the seven continents and the four oceans, and locate them on a globe. (17A)</p>	<p>Complete the following sentences: The seven continents are (Asia), (Africa), (North America), (South America), (Antarctica), (Europe), and (Australia). The four oceans are (the Arctic Ocean), (the Pacific Ocean), (the Atlantic Ocean), and (the Indian Ocean). Then use a globe to locate these continents and oceans.</p>	<p>Language Arts: Write a letter that you might send to a student living on another continent. In your letter, describe where you live, and ask him or her questions about where he or she lives.</p>
<p>3.17.05 Use geographic tools to locate communities. (17A)</p>	<p>Look at a map of Illinois. Use the title, scale, key, and directional indicators on the map to find your community. Draw a star over your community. Then write a journal entry that explains how you used the map elements to find your community.</p>	<p>Physical Education: Write the names of continents and oceans on index cards and distribute them to your classmates. Use chalk to draw a map of the world in a large outdoor area and label the continents and oceans on the map. When your teacher names the continent or ocean from your index card, find it on the map and run to it.</p>

ILLINOIS LEARNING DESCRIPTORS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.06 Use hemisphere, equator, and prime meridian to find locations. (17A)</p>	<p>Draw a representation of a globe and label the equator, prime meridian, and the hemispheres.</p>	<p>Art: Use a globe and work with a partner to identify hemispheres in which different continents are located. Take turns calling out continents and naming the hemispheres in which each is located. Then draw an outline of each continent and cut them out. Use your knowledge of hemispheres to help you put the continents in the correct place to create a world map puzzle.</p>
<p>3.17.07 Explain cardinal and intermediate directions. (17A)</p>	<p>List the four cardinal directions and the four intermediate directions.</p>	<p>Physical Education: In your school's gym, mark the appropriate walls North, South, East, and West, using the compass rose symbols of N, S, E, and W. Line up in the middle of the gym. When your teacher calls out a direction, run to the area of the gym labeled with the correct direction.</p>

ILLINOIS LEARNING DESCRIPTORS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.08 Use a grid system to identify locations on a map. (17A)</p>	<p>Look at a map with a grid system. Choose five different places on the map, and list the grid coordinates of each place.</p>	<p>Math: Use a ruler and a pencil to draw a grid with 1-inch squares. Draw five horizontal lines at 1 inch apart, and number the lines from 1 to 5. Draw six vertical lines at 1 inch apart, and letter the lines from A to E across the top of the grid. Draw a map of your classroom on the grid. Work with a partner to take turns locating objects in your classroom using the map grid.</p>
<p>3.17.09 Identify and explain the purpose and elements of landform maps. (17A)</p>	<p>Write a paragraph explaining the purpose and elements of a landform map.</p>	<p>Language Arts: Look at a landform map of Illinois. Use the features on the landform map to participate in a class discussion about where a good place for a new state park might be. Share the reason for your choice with the class.</p>
<p>3.17.10 Understand how to use a road map. (17A)</p>	<p>Use a road map of your community to trace the route from a local library to your school. Then write out the directions on a sheet of paper.</p>	<p>Art: Draw a road map of an imaginary community. Include intersections, stops signs, and traffic lights on your map. Give the streets names and label them.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.11 Understand that a population map shows patterns of settlement. (17A)</p>	<p>Write a paragraph describing a population map. In your paragraph, explain how to identify the population density of an area using a population map.</p>	<p>Art: Examine a population map of Illinois with your class. Identify the population density of various places on the map. Then draw an outline of Illinois from memory. Try to remember what areas had the highest population densities, and place an X in those areas.</p>
<p>3.17.12 Recognize that population density shows the number of people living in a given area. (17A)</p>	<p>Use the Internet or library resources to find the population density of your community.</p>	<p>Math: Make a class graph showing how the population density of your community has changed over time. Work in groups to find the population density of your community over the past ten years. Place the information in a graph. Then discuss what you can learn from the graph about your community's population density over time.</p>
<p>3.17.13 Read and interpret land use and product maps. (17A)</p>	<p>Find a land use and products map of Illinois. Use the map to identify land uses and products from different regions in Illinois. Write a paragraph summarizing the information you have gathered from the land use and products map.</p>	<p>Art: Make a poster showing information about the land uses and products from Illinois. Include your own drawing of a land use and product map on your poster.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.14 Describe parts of an ecosystem. (17B)</p>	<p>List five things that make up an ecosystem. (plants, animals, land, water, climate)]</p>	<p>Science: Participate in a class discussion about ecosystems. Discuss how states can have more than one ecosystem. Use rivers, lakes, forests, and wetlands as examples of ecosystems to discuss and compare.</p>
<p>3.17.15 Identify erosion as the wearing away of Earth's surface. (17B)</p>	<p>Choose a specific type of erosion, such as wind erosion, water erosion, or sand erosion. Write a paragraph explaining how the process works. Give an example of where this type of erosion has occurred.</p>	<p>Science: Bring in pictures that show the effects of erosion. Include pictures of erosion caused by water, wind, and sand. Gather all of your classmates' pictures to make a collage about erosion.</p>
<p>3.17.16 Identify and describe the physical features and ecosystem of Yellowstone National Park. (17B)</p>	<p>Research the climate, landforms, plants, and animals that can be found in Yellowstone National Park. Find information about how the land and climate affect the plants and animals that live in the park. Then write a report explaining the ecosystem of Yellowstone National Park.</p>	<p>Science: Work in pairs and use the information from your report to make a poster that describes the ecosystem of Yellowstone National Park. Use drawings or pictures to illustrate the information on your poster.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.17 Identify both living and non-living natural resources. (17B)</p>	<p>Make a list of natural resources. Then make a two-column chart categorizing the natural resources as either <i>Living Resources</i> or <i>Non-living Resources</i>.</p>	<p>Art: Work with a partner to research a natural resource. Each pair of students in your class should choose a different resource. Draw a picture of the resource you chose and label it as either <i>living</i> or <i>non-living</i>. Gather all of the drawings together to create a natural resources flipbook.</p>
<p>3.17.18 Explain that regions can share both physical and human characteristics. (17C)</p>	<p>Write a paragraph explaining how a region can share both physical and human characteristics. Use your community as an example. Give examples of physical and human characteristics in your community.</p>	<p>Theater: Work in groups and take turns pretending to be tour guides showing visitors around regions of the United States. Each member of the group should choose a different region. Point out specific physical and human characteristics of the region to your group.</p>
<p>3.17.19 Identify renewable and non-renewable resources. (17C)</p>	<p>Research and develop a list of natural resources found in Illinois. Write an <i>R</i> next to the resources that are renewable. Write an <i>N</i> next to the nonrenewable resources.</p>	<p>Art: Gather pictures of resources and label them as either renewable or nonrenewable. Use the pictures to make a scrapbook about renewable and nonrenewable resources.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.20 Identify human and physical characteristics of different places. (17C)</p>	<p>Create a travel brochure about the Midwest region of the United States. Include information about physical and human characteristics found in the region. Use drawings or pictures to illustrate your brochure.</p>	<p>Health: Work in groups of five to research Illinois' agricultural regions. Find out what foods are grown in each region. Make a chart to show the regions in Illinois in which different foods are grown.</p>
<p>3.17.21 Understand that natural disasters can change the environment. (17C)</p>	<p>Use the Internet or library resources to find information about the Great Chicago Fire. Research changes that occurred in the environment as a result of the fire. Write a report summarizing the information from your research.</p>	<p>Science: Participate in a class discussion about why many tornadoes occur in the Great Plains. Discuss how the mostly flat land allows cold, dry air from the polar regions to meet warm, moist air from the tropical regions. Then as a class, research how tornadoes form.</p>
<p>3.17.22 Recognize factors that influence human settlement and how humans adapt to their environment. (17D)</p>	<p>Think about the features of your community's environment. Write a journal entry about why some of these features make your community a good place to live. In your journal entry, include a list of ways people have adapted to the physical features in your community, such as building shelters.</p>	<p>Art: Imagine you are moving to another part of the country where there are different landforms, bodies of water, and climate. Sketch plans for a new house you would build in your new community. Include elements in your sketch that show how your house is adapted to the new environment to which you are moving. Share your drawing with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.23 Identify the features of an urban community. (17D)</p>	<p>List at least three features of an urban community. Draw a picture to illustrate these three features.</p>	<p>Language Arts: Write a summary about the characteristics that make Baltimore, Maryland an urban area. Then choose another urban area to compare and contrast with the characteristics of Baltimore.</p>
<p>3.17.24 Identify the features of a suburban community. (17D)</p>	<p>Make a flyer about a suburban community. Describe the features of the community and what it is like to live there.</p>	<p>Language Arts: Read the book <i>Who's Who in a Suburban Community</i> by Jake Miller, PowerKids Press, 2005. Participate in a class discussion about the features of the suburban community that are described in this book.</p>
<p>3.17.25 Explain why people settle in suburban areas. (17D)</p>	<p>Write a journal entry about the features of a suburban community. Discuss how these features might make someone want to live in a suburban area, as opposed to a rural or urban area.</p>	<p>Language Arts: Use what you have learned about the characteristics of suburban communities to brainstorm a list of benefits and drawbacks to living in a suburban community.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.26 Identify the features of a rural community. (17D)</p>	<p>Make a word web showing the features of a rural community. Label the center box <i>Rural Community</i>. In the outer boxes, write words that can be used to describe a rural community.</p>	<p>Physical Education: Participate in a class discussion about how rural areas provide opportunities for a variety of outdoor activities. Create a class list of activities people can do in a rural area, such as playing soccer. Then go outside and participate in one of the activities on the list.</p>
<p>3.17.27 Compare urban, suburban, and rural areas. (17D)</p>	<p>Make a Venn diagram comparing and contrasting urban, suburban, and rural communities. List features of each type of community in the appropriate circles.</p>	<p>Math: Look at a map of Illinois. Point to a city and then find a rural community near the city. Use a map scale to measure the distance that farm products must travel between the rural community and the city.</p>
<p>Significant to Develop at Grade 3: 3.17.28 Calculate the distance from one location to another on a map. (17A)</p>	<p>Find a map of Illinois with a map scale. Use the map scale to measure the distance between two cities. Write your answer by completing the following sentence: <i>The distance between _____ and _____ is _____.</i></p>	<p>Art: Draw a map of your community. Include a scale of your map. Then practice measuring the distance from one place to another, using your map scale.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.29 Understand relative location. (17A)</p>	<p>Make a list of three landmarks in your community. Draw a map that shows the location of the landmarks and the location of your school. Write sentences to describe each landmark’s location in relation to your school.</p>	<p>Art: Draw a map of Illinois. Draw a star where your community is located in your state. Then write a complete sentence that answers this question, <i>Where in Illinois is my community?</i></p>
<p>3.17.30 Understand that absolute location is defined by latitude and longitude. (17A)</p>	<p>Write two sentences describing latitude and two sentences describing longitude. Then look at a map of Illinois that has lines of latitude and longitude. Write the absolute location of your city or town using the coordinates of the closest lines of latitude and longitude.</p>	<p>Art: Draw a representation of a globe, including lines of latitude and longitude. Make sure to label the lines of latitude and longitude correctly, starting with the equator and prime meridian at zero degrees.</p>
<p>3.17.31 Recognize that people modify the environment to meet basic needs. (17C)</p>	<p>Write a paragraph explaining why people modify the environment. Include ideas about food, shelter, safety, and transportation in your paragraph.</p>	<p>Theater: Choose one way that people modify the environment in order to meet a basic need. Pantomime the act of modifying the environment as the class tries to guess what you are doing.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.32 Identify ways people modify the environment for transportation, farming, and mining. (17C)</p>	<p>Make a three-column chart about ways people modify the environment. Label the columns <i>Transportation</i>, <i>Farming</i>, and <i>Mining</i>. In the first column, list ways people modify the environment for transportation. List ways people modify the environment for farming and mining in the second and third columns.</p>	<p>Language Arts: Write a short story about a farmer who owns land in the woods. In your story, explain how the farmer must modify the land in order to grow his crops.</p>
<p>3.17.33 Identify ways people modify the environment to control water and generate electricity. (17C)</p>	<p>Use the Internet or library resources to find information on how communities get their water. Write a paragraph explaining how people sometimes have modify the environment by building dams to provide water for their communities. Also explain how water behind dams is sometimes used to power machines that generate electricity.</p>	<p>Language Arts: Read the book <i>Cool Drink of Water</i> by Barbara Kerley, National Geographic Society, 2006. Write a summary of the story, explaining how people around the world get their water.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.17.34 Identify ways people negatively affect the environment. (17C)</p> <p>Useful to Work on at Grade 3: 3.17.35 Compare historical maps of the United States at different times in history. (17A)</p>	<p>Write the definition of pollution. Then write a journal entry explaining causes of pollution and ideas on how to reduce pollution in your community.</p> <p>Look at a map of the United States in 1803 and a map of the United States in 1903. Write a paragraph that explains the similarities and differences in the two maps.</p>	<p>Technology: Research current technology, such as catalytic converters and scrubbers, that have been developed to help reduce the effects of pollution on the environment.</p> <p>Health: Research how the use of certain pesticides and herbicides in the environment can affect people’s health.</p> <p>Art: Gather copies of maps from various time periods in the United States. Label the year or time period of each map. Make a collage, showing changes in the United States over time.</p>

Grade 3 State Goal 18

State Goal 18: Understand social systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 3: 3.18.01 Understand how different groups share their cultures in the United States. (18A)</p>	<p>Make a word web to show how people share cultures. Label the center box <i>Cultural Expressions</i>. In the outer boxes, list at least five ways people can express their culture.</p>	<p>Music: Find examples of Italian, Irish, Latin American, and African music. Compare and contrast the music from these cultures.</p>
<p>3.18.02 Compare and contrast cultures and diversity in communities. (18A)</p>	<p>Make a poster describing the diverse cultures in your community. Include information about the languages, music, foods, and art that represent each culture.</p>	<p>Art: Find examples of African American art in encyclopedias, Internet resources, and other sources. Choose an artwork and create a museum label for it. Include the artist's name, title of the work, medium used, and background information. Share the artwork and label with the class. Explain why this artwork is a good example of culture in the African American cultural group.</p>
<p>3.18.03 Compare and contrast the many ways people express their culture. (18A)</p>	<p>Write a journal entry explaining how art, music, language, folktales, and stories can be used to share your culture with someone from another culture.</p>	<p>Physical Education: Work in groups to research information about a dance from a particular culture. Perform your group's dance for the class and describe how the particular culture is expressed through the dance.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.18.04 Understand how stories help define culture and share ideas of people around the world. (18A)</p>	<p>Choose a story or folktale from your culture. Write a summary of the story and explain how it helps share ideas from your culture.</p>	<p>Art: Study an illustrated storybook. Describe and give examples of how pictures are also used in storytelling. Choose a favorite story, and draw a picture or series of pictures that tells the same story without writing.</p>
<p>3.18.05 Compare and contrast language, dress, and food in various cultures around the world. (18A)</p>	<p>Make a chart to compare the language, clothing, and food from the Spanish, Italian, and Greek cultures.</p>	<p>Science: Bring in a piece of fruit, a vegetable, or another food item that is common to another culture. Explain where the food item comes from and how it represents the culture it is from. Discuss how food is one aspect of the different cultures in your classroom.</p>
<p>3.18.06 Identify social institutions within a community. (18B)</p>	<p>Make a list of social institutions in your community. Draw a picture or symbol to represent each institution.</p>	<p>Arts: Name as many social institutions within your community as you can think of in five minutes. List them on the board. Cover a bulletin board with plain brown paper. Then cut out shapes from construction-paper to represent each social institution. Arrange the shapes on the board. Add people, trees, and other details to complete the display. Title the board <i>Chicago</i>.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.18.07 Identify the education system as an important institution in your community. (18B)</p>	<p>Write a journal entry explaining why it is important to go to school. Explain how educating its people helps a society meet its needs.</p>	<p>Business: In a cause and effect chart, explain how an educated workforce benefits the businesses in your community.</p>
<p>3.18.08 Analyze the effect that improvements in transportation have had on people. (18C)</p>	<p>Write a paragraph describing how modern transportation has changed where and how people live. In your paragraph, examine modern trends, such as people living farther away from where they work.</p>	<p>Language Arts: Participate in a class discussion about how improvements in transportation have affected people. As a class, create a list of benefits and drawbacks to modern transportation and its effects in the United States.</p>
<p>Significant to Develop at Grade 3: 3.18.09 Explain how Maya Lin's designs show respect for her American heritage and for the people she honors through her memorials. (18A)</p>	<p>Use the Internet and library resources to research information about Maya Lin. Write a paragraph summarizing how Maya Lin represents her culture.</p>	<p>Art: Work in groups to research different memorials and monuments in the United States and the artists who created them. Include the purpose of the memorial or monument in your research. Then share your group's findings with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 3

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.18.10 Define cultural identity. (18A)</p>	<p>Write a sentence to define cultural identity. Then give examples of how people express cultural identity.</p>	<p>Art: Work in groups to research cultural elements from a country. Each group should choose a country from a different continent. Research the language, music, art, dress, and food of the country your group has chosen. Bring in items or pictures of items from the culture. Then set up a cultural expo, showcasing items from all of the continents. Invite students from other classes to attend the expo.</p>
<p>3.18.11 Understand how Frederick Law Olmstead showed caring for people in urban communities by creating places that promote human activity. (18B)</p>	<p>Use the Internet or library resources to research information about Frederick Law Olmstead. Write a short summary explaining how he designed urban parks for people to enjoy. Include information about how this helps people interact with each other in a community.</p>	<p>Art: Use pencils, crayons, or colored pencils to create your own design for a park. Include details, such as the landscape and a playground in your drawing.</p>